

### **Determining Unmet Need**

The Connecticut Health and Educational Facilities Authority (CHEFA) developed an estimate of the unmet demand for State subsidized preschool in each town in Connecticut. Only children at or below 75% of State Median Income (SMI) and subsidized spaces (i.e. School Readiness, Child Daycare Contract, Head Start and public school based programming) were considered within this study. The approach used, particularly the method of determining the proportion of subsidy-eligible children, was peer-reviewed by the University of Connecticut School of Social Work.

The population of 3-and 4-year-olds was estimated using census data by town (American Community Survey (ACS) 5-year data, Table DP-05). The portion of children at or below 75% of the SMI is based on the income ranges of families with children (ACS 5-year data, Table B19131). Ten percent of children were assumed to 'opt out' of preschool settings.

In each town, the population of subsidy-eligible 3- and 4-year-olds whose parents are seeking a preschool education was compared against the number of subsidized spaces available to serve those children<sup>1</sup>. Towns with 15 or more children in excess of state subsidized spaces were determined to have a demonstrated need for Smart Start subsidies.

Below is an example of the analysis conducted to determine unmet need:

#### **Demand**

3-and 4-year olds	% Subsidy Eligible	Potential Demand	Opt Out (-10%)	Total Demand for Subsidized Pre-K
600	25%	150	-15	<b>135</b>

#### **Supply**

School Readiness	Child Daycare Contract	Head Start	Public School PreK	Total Supply of Subsidized Pre-K
85	15	-0-	24	<b>124</b>

#### **Unmet Demand**

Total Demand for Subsidized Pre-K	Total Supply of Subsidized Pre-K	Unmet Demand	Demonstrated Need?
135	124	<b>11</b>	<b>No (less than 15)</b>

The Office of Early Childhood (OEC) recognizes that estimates of small population groups can have significant margins of error. Individual towns may also have extenuating circumstances that are not reflected in the data, such as diverse geography with variations in demand. Applicants are invited to provide their own data to demonstrate need if it is not accurately represented in the CHEFA report.

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<sup>1</sup> Only full-day, school-day/school year and full-day/full year spaces were considered.